March 20, 2014 COMMUNITY COUNCIL MINUTES Valley View Elementary

Council Attendees:

Trish Ferre, Judy Wallace, Debbie Erickson, Chris Doherty, Tracy Garner, Meagan Becker (Chair), Kimberly Fadden (PTA president), Mary Memmott (Principal)

Also in attendance:

Natalie Adams, Danielle Ferrari, Marcia Bennion (reading coach), Mrs. Esplin (math tutor).

Motion to pass last meetings minutes. (Meagan Becker) - Passed unanimously.

MATH and READING TUTORS:

Danielle Ferrari: Math tutors, how they are used and valued in the classrooms. Mrs. Esplin trained with math Dibbels, knows routine, essential, takes small groups, knows upper grade math. Very valuable to students. Brought 2 students who were very below proficiency to right at proficiency. Difference between parents and Mrs. Esplin is the training and the schedule and predictable (parent volunteers often don't show, or don't come on time). Graded all the math dibbels for the upper grades. Saved teachers hours. Was able to help the students based on the results. Core concepts are taught differently than we were taught and parents were taught.

Natalie Adams: echoes Mrs. Ferrari thoughts. Math tutor is so valuable and helps reteach and go slower with students who need a slower pace than what their teachers have time to teach in class. It helps free up the teacher so they can continue on the lesson with the majority of the class instead of focusing on the students that are so behind. Having a tutor that understands the new methods and concepts is so useful. It would be harder for the teachers to have to teach each parent. Better results because the tutor is able to fix the problem as soon as we see it vs. when testing comes along.

Marilee Esplin is the tutor for the upper grades, 12 hours a week, this is her 2nd year. Budget is $4,000 per tutor Valley View Community Council pays for two: one for the upper grades and one for the younger grades ($8,000 total). Marilee is sure there is a greater need for more hours, she is sure the teachers could use her full time.

Judy Wallace: She was on the committee who hired the math tutors. They had quite a few applicants. They were able to select the two who had great math skills and skills with working with children. The younger tutor helps with one on one where in the younger grades the teachers are not able to give as much as one on one because of the needs of the younger students. She feels that they are both very good tutors.

Kimberly Fadden asked: Math tutor vs. language arts tutor, which one would you pick if there were only one option available. Natalie, math tutor Danielle, math tutor Judy, it might depend on each grade. The younger grades focus more or reading and language arts are more crucial than math.

STAR tutoring could be easier learned by the parent volunteers than what is needed for the math tutors.

Marcia Bennion (reading teacher): Nancy Nielsen is the head of Americore at our school. In previous years we had small groups to help with reading. Now Americore pays for half of the funding to hire reading specialists/tutors. Currently there are about 34 volunteers. Nancy is in charge of keeping those volunteers and organizing them. There are 2 LDS Stakes involved (Bountiful South and Mueller Park). There is a person in charge of the stake that helps her coordinate. Nancy keeps a lot of data for Americore, it has shown that it has helped a lot of our students. Before we were only able to help the students who were struggling the very most. Now with this new program we are able to help all students below benchmark level and bring them up to the level. Able to take 60 or more students per year. The amount we have spent is the same as in past years but because of the supplement by Americore we are able to help triple the amount of students. It also helps the teachers because it is able to help them give time to the students that are not below level.

What is happening to our students who are above benchmark but are not in spectrum? These students are being helped by these programs because the teachers are able to keep the class on track and continue on vs. helping the students who are below benchmark and keeping the class at the level for longer amounts of time.

We also have SEM for the upper grades.

Spanish Tutor, Mary talked to her and she is interested in doing an after or before school program for children who would also be interested in having this available.

New 3rd grade math is based on an iPad, we wouldn’t have it available but this is an area where we could get some grants.

SCIENCE FUNDING:

Mary discussed more hands on learning at the faculty meeting and Mrs. Wallace is the only one interested in a growing situation or a green house and she already does this in her classroom with lights.

Judy Wallace: Science equipment requests and needs from the teachers.

Kindergarten: Orbiter model of sun, earth, moon $250 - has this from a grant

1st grade: life cycle models about $200 if you have a set of 7, individually they are cheaper than that

2nd grade: more rock samples $200 ea, thermometers, weather, magnifying glasses

3rd grade: terrarium , small aquariums $6.00 ea, small eco systems (frogs and fish), 10x microscope, doesn’t require electricity $27 ea

4th: tools to measure weather, barometers, etc, fossils

5th: microscopes 10x (hopefully that don’t require a plug) $50 ea , small aquariums, watching mill worms turn into beetles. “SnapTricity” kit with batteries.

6th grade: microscopes, tuning forks $2 , understanding sound, flashlights $6, petri dishes and gel, Flex tank aquariums are about $6

In the library/science closet there are quite a few microscopes but we need to see if they work and if they are of good quality.

All k-6 sun and moon, sky if they had an ordered model, 1 per grade (250x7) or some to check out

If we could stock our science closet, have everything catalogued, have a check in and check out and had enough supplies for each grade level that would help or having each

We could most likely get grants to cover all of these supplies:

Donors choose, grant

District grants, up to $500 - Davis foundation, will fund 1 project a year for a teacher. There is funding that is going throughout the year.

Hand to mind, website for science materials

How can we apply for these grants?

Schedule a faculty meeting to have each teacher write grants for each item needed. April 4th.

Michelle Francis, Shannon Highway, Judy Wallace, Mary Memmott know a lot about writing grants and could help teach others.

Parent committee to help write grants for this and other items needed.

Mar Memmott has a rock/fossil collection to donate to the science closet.

Media literacy, grants are available

Many parents and the students of the school would like a second, bigger gym. (The bond system) Last year we hit 50 years. The community council voted a few years ago to get a new gym but because of the flood the district did different things for our school (classrooms and office remodel).

Follow up committee items discussed:

Writing a letter or putting a call into to the district, that if there is another bond we need to be on the list and we need a larger gym. (Kimberly Fadden?)

Send an email out to parents to ask them to help write letters asking the district to fund a new gym, a second larger gym.

Possibly putting someone in charge of writing grants and helping others write grants.

Send an email to the parents asking for people who are willing to help write grants or learn to write grants for different needs in our school.

Schedule a faculty meeting to have each teacher write a grant based on a specific grade level science need. Delegate grade level needs to each teachers. They need to come prepared to the meeting with research of what specific thing they need and the cost so we can write the grants.

Put someone in charge of organizing the science closet and possibly getting a better system of cataloging and organizing check out/check in processes to keep track of the science items. (Possible storage per grade for grade level needs that could be used by the whole school but maintained by the grade level teachers.)

Debbie Erickson voiced concern that we are not addressing the needs of arts, music, and other enriching educational fields.

Meagan Becker concerned that tutors are only reaching lower performing students, not helping higher achieving.

Kimberley Fadden suggested increasing math tutors hours from 12 to 15 a week to focus on higher performing students.

VOTING:

Motion to keep two math tutors and increase math tutor hours from 12 to 15 a week, with at least 3 hours dedicated to helping students who are excelling. Kimberley Fadden

Second. Trish Ferre

Passed unanimously = $12,000

Motion to maintain the Americor coordinator.

Second. Mary Memmott

One abstained. Meagan Becker

Passed = $5,000

Motion to keep Spanish tutor at 8 hours a week for SEM program. Debbie Erickson

Second. Judy Wallace

One opposed. Kimberley Fadden

Passed = $2,500

Motion to keep funding professional development. Mary Memmott

Second. Debbie Erickson

Passed = $2,000

Motion to use $2,500 to cover classroom specific science and technology needs. Help teachers write grants, and then if that money is not used, the extra Trust Lands Fund are to increase the SEM hours.

Second. Chris Doherty

Passed = $2,500

Total planned 2014-15 Trust Land Fund expenditures = $24,000